



Tennessee Corequisite Placement Pilot

Adding High School GPA for Learning Support Placement

TBR | The College System of Tennessee

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Summary

Since 2006, Tennessee community colleges have implemented a series of innovative reforms to meet the needs of students who might be underprepared for college-level courses. Through [SAILS](#), which allows students to access learning support during high school, and [corequisite learning support](#), which allows students to access support courses alongside paired college-level courses, all students can enroll in college-level courses in their first semester. These institution-led innovations have been a critical component of colleges' work to increase access, promote early momentum, and close equity gaps. In 2020, the College System of Tennessee's efforts to reform learning support continued through a pilot effort that allowed students to use *high school GPAs* for placement out of learning support.

The Tennessee Corequisite Placement Pilot

The COVID-19 pandemic prompted several states to adopt or scale new placement methods, since many test-based placement metrics were unavailable. In April 2020, the Tennessee Board of Regents (TBR) approved a pilot to add high school GPA as a placement method at Tennessee community colleges alongside other measures included in TBR's [learning support policy](#).

In fall 2020, the [Tennessee Corequisite Placement Pilot](#) allowed entering community college students with a cumulative high school GPA of 3.6 or higher to bypass learning support courses, regardless of their test scores. In addition to this new placement metric, three colleges were approved for an [Expanded Corequisite Placement Pilot](#), which allowed entering students to bypass learning support with a high school GPA of 3.6 or higher or *provisionally* bypass learning support with a GPA between 2.8 and 3.6. Lastly, the [Dual Enrollment Access Pilot](#) expanded opportunities for high school students to take college-level courses based on high school GPAs.

Preliminary Outcomes

In fall 2020, more than 2,900 first-time freshmen had ACT sub-scores below the established cut scores but had high school GPAs above the cut score for their college. Additionally, more than 4,200 dual enrolled high school students were able to take college-level courses based on their high school GPA. Over 3,000 dual enrollment students had no ACT scores but were still able to enroll in college-level math, writing, or reading courses.

Corequisite Placement Pilot (CPP)

- Nearly three-fourths of students in the CPP who enrolled in college-level math passed college-level math with a grade of C or higher in fall 2020.
- Over three-fourths of students in the CPP who attempted college-level writing passed the college-level writing course.
- Results in college-level reading courses exceeded math and writing; 85% of pilot reading students who attempted college-level reading passed.
- Notably, more than 75% of the students who participated in the pilot were White. Although the vast majority of Black students are placed into learning support each year, only 3-4% of CPP students in each subject area were Black.

Expanded Corequisite Placement Pilot (ECPP)

For students in the provisional portion of the ECPP, results appear to be mixed. Early results in math and writing appear promising; however, students who placed out of reading learning support were less successful.

Dual Enrollment Access Pilot (DEAP)

Success rates for dual enrollment students were high, and pass rates were only a few percentage points lower than those of similar students in prior years.

Continued Research

Although preliminary results of the pilot are promising, additional research is needed to fully understand the impact of the Tennessee Corequisite Placement Pilot across community colleges. Future research will seek to develop a better understanding of how the pilot impacted students by race or ethnicity, to identify differences across high schools and regions of the state, and to understand differences in outcomes by course modality. Additionally, this analysis only addresses fall 2020 enrollment and course outcomes. The addition of spring and summer 2021 data will add further clarity to the system's understanding of the pilot.

Learning Support at Tennessee Community Colleges

Over the past decade, Tennessee community colleges have implemented a suite of innovative reforms that are designed to meet the needs of incoming students, particularly students of color, low-income students, and adult students. Corequisite learning support, at its core, is intended to level the playing field for students who are underprepared when they enter college. This ambitious goal of meeting the needs of each student, regardless of their academic preparation, requires a critical understanding of student success prior to and beyond their first year, from the time students are placed into a learning support course, all the way through graduation.

Several core principles have guided Tennessee's learning support reform efforts for the past decade. These principles have also guided research on student success and highlight the need for continued efforts to ensure each student's success in their first semester and beyond:

1 Promoting Access and Accuracy in College-Level Course Placement

In order to ensure student success in gateway courses, Tennessee colleges must use the most appropriate metrics to accurately identify students in need of additional learning support. Prior to 2020, high school GPA was not one of the approved placement metrics at community colleges. However, prior external research and system data analysis showed that the use of high school GPA may be a promising placement practice ([TBR, 2020](#)). The Tennessee Corequisite Placement Pilot impacted (1) placement for students entering college within five years of high school graduation and (2) access to dual enrollment courses for high school students.

2 Improving Gateway Course Completion

In the first year of Tennessee community colleges' implementation of the corequisite model systemwide, completion rates for students with learning support needs tripled in gateway math courses and doubled in gateway reading and writing courses ([Ran & Lin, 2019](#)). Similar results have persisted in subsequent years for students across the spectrum of academic preparedness.

However, there are persistent equity gaps, particularly for students of color and low-income students ([TBR, 2019a](#)). The Tennessee Corequisite Placement Pilot builds upon prior research, which suggests some students are misplaced into learning support when using standardized test scores alone for placement and perform just as well in their college-level courses without learning support ([Ganga & Mazzariello, 2019](#)).

3 Supporting Institutional Innovation & Autonomy

When corequisite learning support was scaled system-wide in 2015, community colleges were given the latitude to adapt the corequisite model to best fit the needs of their respective student bodies. This flexibility in implementation was built into the system's learning support policy, resulting in a range of practices within corequisite learning support across colleges ([TBR, 2019b](#)). The information gathered to date about learning support practices has illuminated the fact that institutional innovation has and continues to drive remediation reforms in Tennessee. Following the approval of the Corequisite Placement Pilot cut score of a 3.6 high school GPA, leadership at three colleges sought approval to expand this pilot to students with lower high school GPAs. Additionally, dual enrollment placement decisions are left up to the individual colleges, and all community colleges expanded dual enrollment access to students based on high school GPAs. These additional pilots represent the colleges' continuing commitment to being the catalysts for learning support reform in the system.

4 Closing Equity Gaps for Students of Color & Low-Income Students

System-level data shows that students of color, low-income students, and adults are disproportionately more likely to be placed into developmental education upon enrollment and disproportionately less likely to succeed ([TBR, 2019a](#)). Across the system, Black students and low-income students are placed into learning support at disproportionately high rates and assessing the Tennessee Corequisite Placement Pilot through an equity lens will be critical to this analysis.

Learning Support Placement & the Use of High School GPA

The Tennessee Board of Regents Learning Support policy establishes methods to determine a student's placement into college-level coursework in math, reading, and writing ([TBR, 2019b](#)). According to this policy, students can be placed out of learning support courses through one of four assessment metrics: the ACT, SAT, ACCUPLACER, or by completing SAILS competencies.

A student must satisfy the cut score established for at least one placement method to bypass learning support in a subject area. Students with a score that is equal to or greater than the cut score will be exempt from learning support and placed into college-level courses. Students without any placement scores that are equal to or greater than the cut score enroll in corequisite learning support courses alongside their college-level courses.

Previous Research on Multiple Measures for Placement and High School GPA

Research supports placing students using multiple measures, or two or more indicators of college readiness, rather than relying on standardized test scores alone. Previous research has found that high school GPA, non-cognitive assessments about students' mindsets, and student self-assessments may be accurate placement methods. Some studies suggest that the most accurate placement strategy would consider both standardized test scores and high school transcript data ([Scott-Clayton, 2012](#); [Belfield and Crosta, 2012](#)).

In 2019, over half of community colleges in the country used multiple measures to determine placement, and some states now mandate the use of multiple measures for placement ([RFA, 2021](#); [Ganga & Mazzariello, 2019](#)). Multiple measures systems range in complexity from simple waiver systems, in which students are exempt from placement based on GPA or test scores, to more complex formulas that weight each data point.

Students who bypass learning support courses based on multiple measures of placement are likely to complete gateway math and English courses at high rates ([Barnett et al., 2020](#)). According to previous research, many standardized tests severely over-assign students to learning support. For states or institutions that have

adopted multiple measures policies, the number of students placed into learning support decreased while college-level course pass rates remained the same or improved ([Ganga & Mazzariello, 2019](#)).

Colleges can significantly reduce the assignment errors resulting from standardized tests by using high school transcript data, especially for female students and Hispanic students ([Scott-Clayton, Crosta, Belfield, 2014](#)). However, research shows that using high school information alone may have a less significant impact for Black students. The differential impacts can be mitigated by placing students using test scores alongside high school information ([CCRC, 2015](#)).

Although some states have used high school grades in specific subject areas, recent research has found that students' *cumulative GPA* is a strong predictor of success ([Bahr et al., 2019](#)). Some institutions have raised concerns that high school GPAs represent inconsistent levels of college readiness compared to test scores. However, research has found that high school GPA is still a more consistent predictor of college readiness, despite variation in measurement. Some researchers posit that GPAs may better predict success because it measures a variety of skills needed for success, beyond subject-matter competency ([Allensworth & Clark, 2020](#)).

Notably, the use of multiple measures for placement is most common at institutions that deliver learning support in a prerequisite model. In prerequisite models, multiple measures help increase the number of students advancing to college-level courses. However, the use of multiple measures has been understudied at institutions where learning support is delivered in a corequisite model, as is the case in Tennessee. Multiple measures and corequisite remediation are sometimes seen as policy alternatives designed to allow students to move directly into college-level coursework. The use of multiple measures within a corequisite model shifts the focus away from allowing students to move directly into college-level courses. Instead, the use of multiple measures within a corequisite model allows institutions to focus on who would benefit from learning support courses alongside college-level courses ([CCA, 2021](#)).

The Tennessee Corequisite Placement Pilot

The COVID-19 pandemic prompted many states to adopt or scale multiple measures assessments, since many test-based placement methods became unavailable ([Bickerstaff et al., 2021](#)). Due to COVID-19, placement testing was limited, and some students were unable to take or retake tests that traditionally determined placement. Because of this, and the widespread availability of high school GPA information, the Tennessee Board of Regents approved a pilot effort to allow the addition of high school GPA as an assessment method for placement at Tennessee's 13 community colleges, alongside other measures included in TBR's learning support policy ([TBR, 2019b](#)).

In summer and fall 2020, the Tennessee Corequisite Placement Pilot allowed entering community college students with a cumulative high school GPA of 3.6 or higher to bypass learning support courses, regardless of their test scores.

In addition to this placement metric, three colleges were approved for an Expanded Corequisite Placement Pilot, which allowed entering students at these institutions to bypass learning support with a high school GPA of 3.6 or higher or provisionally bypass learning support if a student's high school GPA was between 2.8 and 3.6.

Subject Area	ACT	SAT	ACCU-PLACER	SAILS	High School GPA
Writing	18	490	250	-	3.6*
Reading	19	500	250	-	3.6*
Math	19	500	250	Completing SAILS	3.6*

*Note: At three colleges, students with high school GPAs from 2.8 to 3.59 were able to provisionally place out of learning support. These colleges were required to develop and implement a monitoring plan for students admitted into college-level coursework without learning support courses.

For the Tennessee Corequisite Placement Pilot, colleges were required to use the best score for placement, so that students who met the requirements of one cut score could be placed out of learning support regardless of other assessment scores. For example, a student at or above the high school GPA cut score would be placed out of learning support regardless of their ACT subject score or other test scores, and a student at or above the standardized test-based cut scores would be placed out of learning support regardless of high school GPA.

High school GPAs could be used to place first-time freshmen as well as dual enrollment students. To determine students' placement at the time of registration, colleges could use in-progress high school GPAs if final GPAs were not available at the time of placement. If students were placed using their in-progress GPA, colleges could choose to not revisit placement when final GPAs became available.

High school GPAs were not a valid placement method for some students. As with all other placement methods, high school GPAs were valid up to five years after the student graduated from high school. Additionally, students who completed a high school equivalency program, such as HiSET, could only be placed using standardized test scores. Students who had no valid test scores and no valid high school GPA would be placed into corequisite learning support.

Community Colleges in Fall 2020

Student participation in the Tennessee Corequisite Placement Pilot was affected by enrollment changes at community colleges. In fall 2020, the total number of Tennessee community college students declined 10% from the prior year—a drop of more than 8,700 students from fall 2019 to 2020 ([TBR, 2021](#)).

All Tennessee community colleges saw a decline in the number of students enrolling in college for the first time. The number of first-time, full-time freshmen in fall 2020 fell 17% compared to 2019, a decline of nearly 3,100 students. The most pronounced drops were among Black male students. Enrollment by first-time, full-time Black male students at community colleges declined 33% from 2019 to 2020.

Dual enrollment by high school students also declined at some colleges. Systemwide, community college dual enrollment dropped 8% from 2019 to 2020, representing 1,275 fewer students. However, dual enrollment changes varied across colleges, from a 31% decline at one college to a 7% increase at another college.

Lastly, the number of students enrolled in online and hybrid courses in fall 2020 increased significantly as colleges moved to remote instruction in response to COVID-19. Before 2020, very few learning support courses were offered online, and colleges were required to quickly develop online corequisite courses.

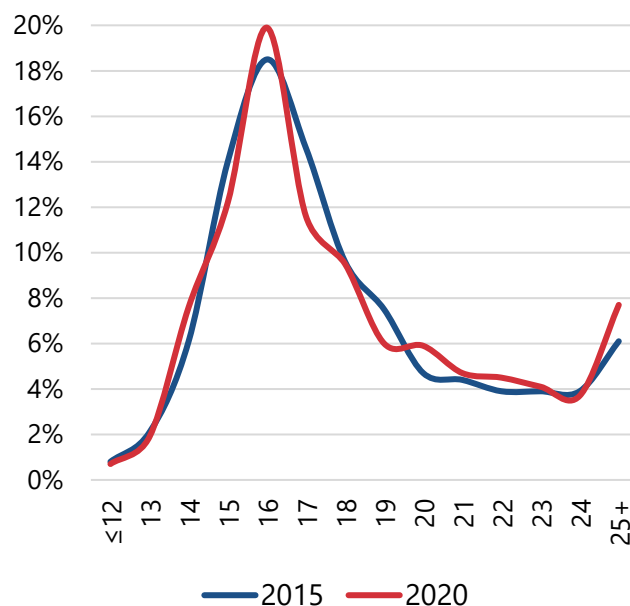
These enrollment changes and the realities of the fall 2020 semester provide important context for the outcomes of the placement pilot. Further, the shift toward widespread online learning means that comparisons between pilot students and similar students in prior years must be made cautiously. Compared to similar students in prior years, pilot students were bypassing learning support at higher rates *and* enrolling in gateway courses in online formats at higher rates.

Overview of ACT Composite & Sub-Scores

In fall of 2020, most students had an ACT composite score of 17, and in 2015, most students had an ACT composite of 18. Despite these differences, the average ACT composite score increased from 2015 to 2020. In 2020, a greater percentage of students had an ACT composite score above 21 than in previous years, and a smaller percentage had an ACT below a 20. Essentially there were more students with high ACT composite scores and fewer students with ACT composite scores on the low end. ACT composite scores, however, are not used in placement decisions.

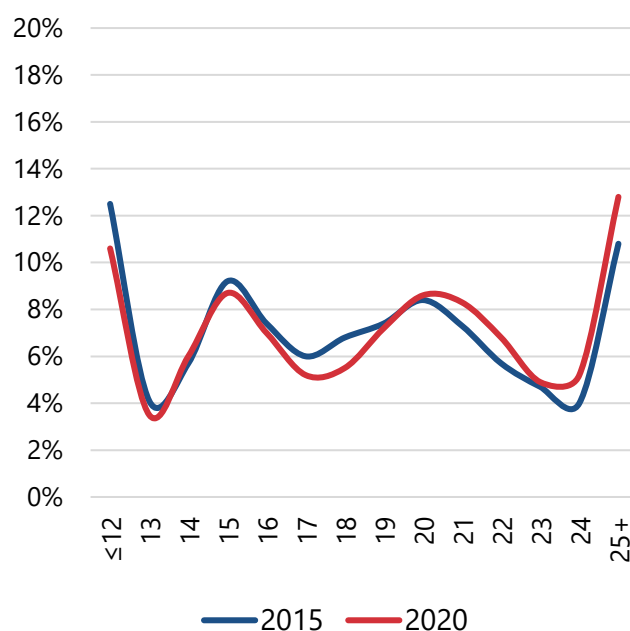
In ACT math sub-scores, which have traditionally been used in learning support placement, students' scores are left skewed. The cut score for math learning support placement is a 19, so students below this cut score have traditionally been placed into learning support. While most students have an ACT composite score of 19-20 with a normal distribution, most have math sub-scores that skew left. Therefore, most students have an ACT math sub-score that is below the cut point for college readiness. Over time, there are a slightly higher percentage of students in the 13-14 range, a smaller percent of 15 and 17, and a greater percent of 16 and greater than 19. Over time, there is a smaller percentage of students below this cut score, but still most students

ACT Math Distribution

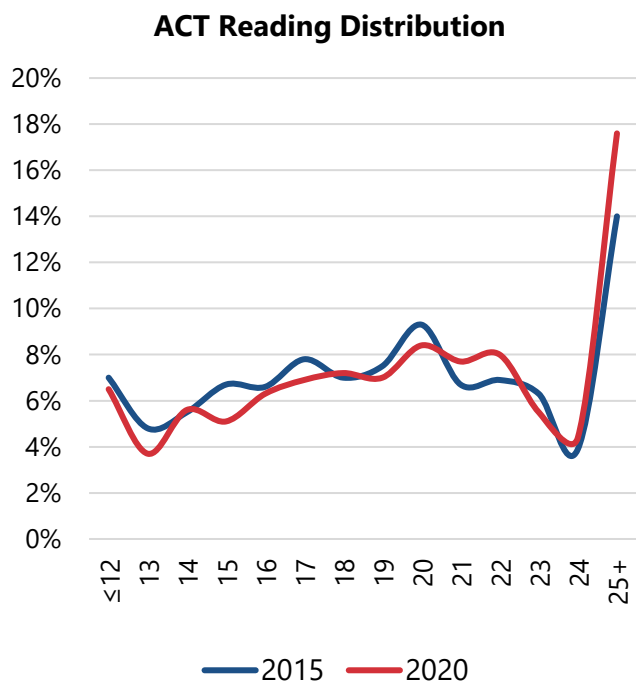


require learning support in math based on ACT math sub-scores. ACT English sub-scores over time tell a similar story to math. The cut score for writing learning support placement is 18, which means that students who score below an 18 on the ACT English sub-section are placed into learning support. Over time, there is a higher percentage of students with ACT English sub-scores on the higher end, and a smaller percentage on the low end. Compared to fall 2015, a greater proportion of students in 2020 had ACT English sub-scores above a 20.

ACT English Distribution



Finally, the cut score for reading learning support placement is a 19, which means that students scoring below this have traditionally been enrolled in learning support. Reading scores are more normally distributed than English scores, but still skew slightly right. Again, in reading sub-scores we see a smaller percent of students on the low end and a greater percent on the high end.



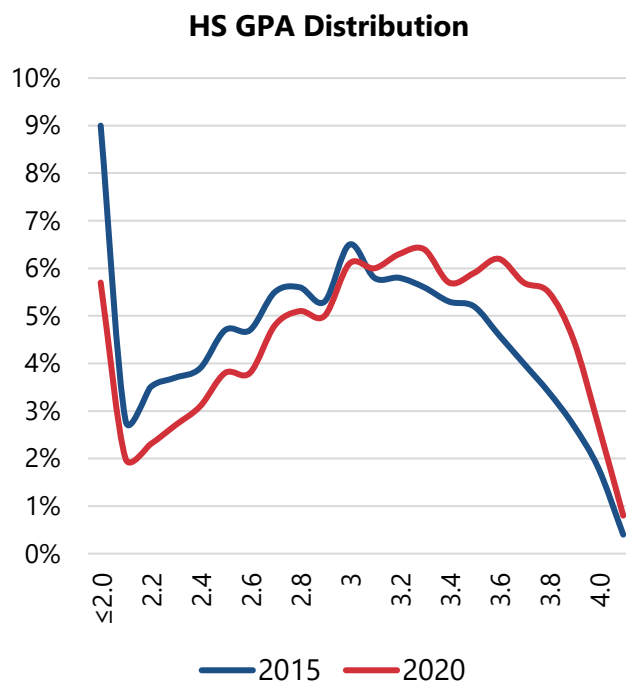
In fall 2020, 65% of dual enrollment students had no ACT scores on record. Of the 15,000 dual enrollment students in fall 2020, nearly 10,000 had no ACT scores. For those dual enrollment students who did have ACT scores, average ACT sub-scores for dual enrollment students were much higher than those of the first-time freshmen. In fall 2020, dual enrollment students who had ACT scores had an average ACT sub-score of 22 in math, 24 in writing, and 24 in reading.

Overview of High School GPA

Students entering Tennessee community colleges as first-time freshmen in 2020 had an average high school GPA of 3.1. Over time, average high school GPA has increased from 2.97 in 2015. Longitudinal high school GPA data shows a smaller percentage of students on the lower end of preparedness (below 3.1) in 2015 compared to 2020, and a greater percentage of students at the higher end of preparedness (above about a 3.1).

In fall 2020, 30% of all students in the sample had a high school GPA of 3.6 or above, which has consistently increased since 2015. Nearly three-fourths of students had a GPA above a 2.8, and the group below 2.8 has shown consistent declines since 2015.

Across colleges, there is still a general upward trend in average high school GPAs, though in 2020, some colleges had an average high school GPA as low as 2.8 (Nashville and Southwest), while others had an average high school GPA as high as 3.3 (Walters and Roane).

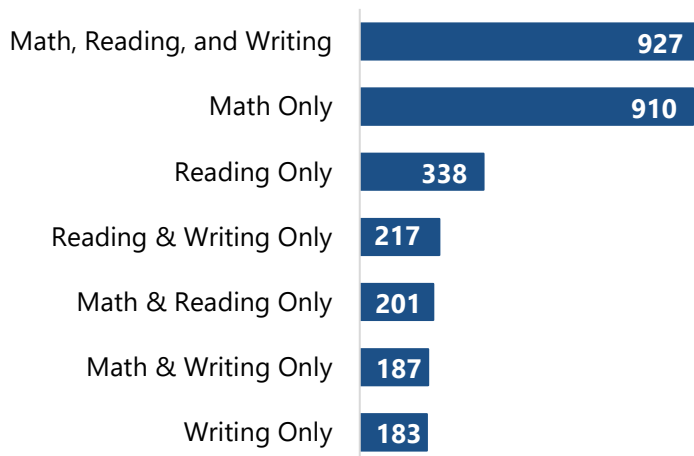


Dual enrollment students in fall 2020 had an average high school GPA of 3.7, up from 3.6 in fall 2019. This average varied by college, with some as high as 3.8 at Volunteer and as low as 3.2 at Southwest. Three-fourths of dual enrollment students had high school GPAs above a 3.6 and 19% had high school GPAs between 3.1-3.5. Only 3% had GPAs between a 2.8-3.0, and another 3% below 2.8.

Preliminary Outcomes of the Corequisite Placement Pilot

In fall 2020, more than 2,900 first-time freshmen had ACT scores below and high school GPAs above the approved cut scores. About 1,400 of these students bypassed learning support in one subject area, another 600 in two areas, and 900 in all three areas. After excluding the 14% of the sample who completed SAILS, over 2,200 students bypassed learning support in math alone. Overall, this translated to over 15,000 credit hours that students were able to bypass in fall 2020.

Total FTF Pilot by Subject Area



Also in fall 2020, more than 4,200 dual enrolled high school students were able to take college-level courses based on their high school GPA. Over 3,000 of these students had no ACT scores but were still able to enroll in college-level math, writing, or reading courses. Over 2,500 students took courses in one of the learning support subject areas, nearly 1,400 in two subject areas, and just over 250 students took all three subject areas.

Because the initial pilot was adapted to best fit institutions' needs, three pilots emerged:

- **Corequisite Placement Pilot** – First-Time Freshmen at 10 Colleges, 3.6+
- **Expanded Corequisite Placement Pilot** - First-Time Freshmen at 3 Colleges, 3.6+ & 2.8-3.59
- **Dual Enrollment Access Pilot** – High School Students at all 13 Colleges, 3.6+; 2.8+

Corequisite Placement Pilot (CPP)

In the Corequisite Placement Pilot, students used a 3.6 high school GPA or higher to place out of learning support at 10 colleges. Those below were still required to take learning support if indicated by other metrics.

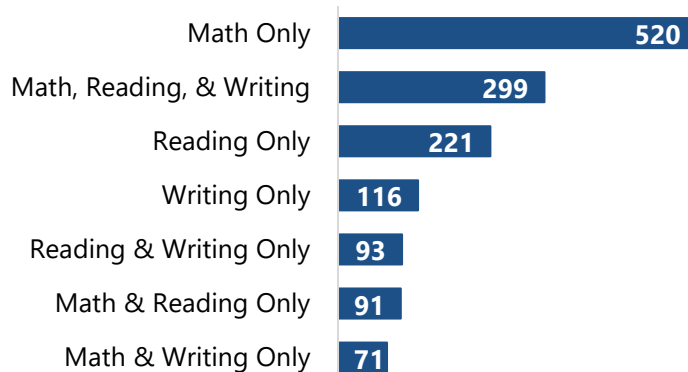
Corequisite Placement Pilot by College

College	One	Two	Three	Total
Cleveland	51	13	14	78
Columbia	70	21	50	141
Dyersburg	23	*	*	31
Jackson	47	19	24	90
Motlow	155	48	42	245
Northeast	90	32	35	157
Pellissippi	103	33	43	179
Roane	97	17	13	127
Volunteer	107	31	54	192
Walters	114	36	21	171

*To protect student privacy, cells representing small groups are not shown.

Of all students in the CPP, most students placed out in only one subject area: 30% of all pilot students in math only, 7% in writing only, and 13% in reading only.

CPP by Subject Area



Expanded Corequisite Placement Pilot (ECPP)

At Chattanooga, Nashville, and Southwest, leaders at the colleges requested an expanded pilot which places students out of learning support with a 3.6 or higher or provisionally places students with a GPA between 2.8 and 3.6 out of learning support.

At these three colleges, there were over 300 students who placed out of learning support using a 3.6 or above. About 150 students placed out in one subject, 106 of which were math, and another 100 placed out in all three subject areas.

There were an additional 1,228 students provisionally placed using the lower GPA cut score of 2.8-3.59. Most of these students being impacted by this lower cut score were at Southwest (530) and Chattanooga (470), and only about 200 were at Nashville. Systemwide, just over 400 students were impacted in the Expanded Corequisite Placement Pilot in one subject area, over 280 in two subject areas, and over 500 in three subject areas.

Unlike in the Corequisite Placement Pilot, where most students placed out of learning support in one subject area, just over 40% of students in the Expanded Corequisite Placement Pilot placed out in all three subject areas. Another 23% of students placed out in math only.

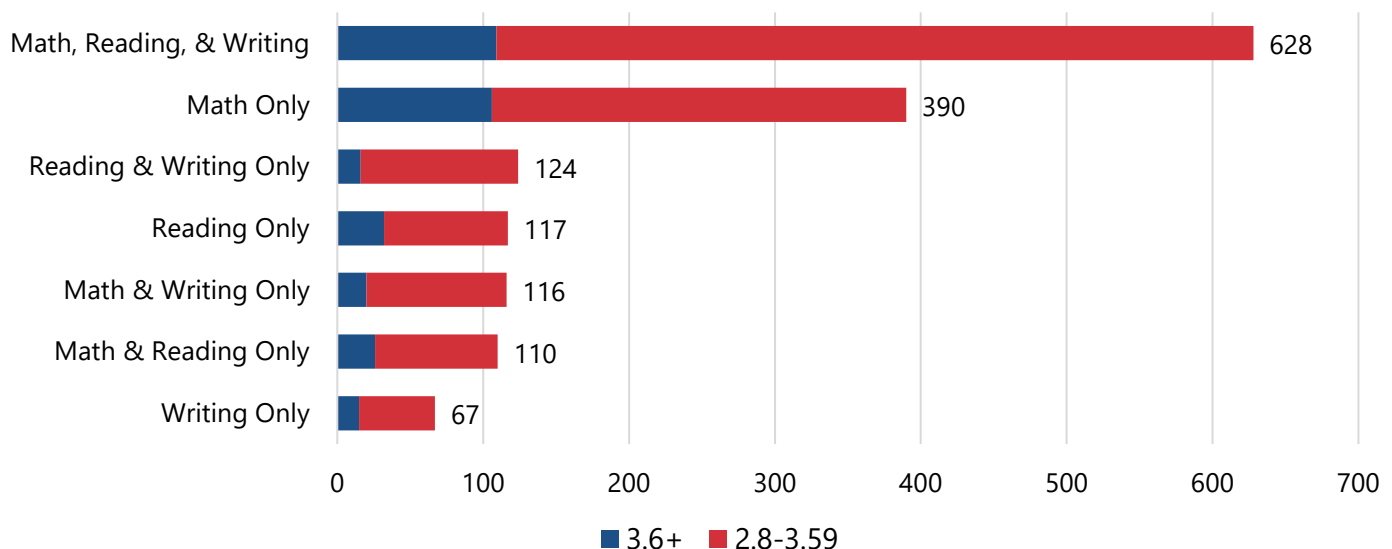
ECPP by College: 3.6+

College	One	Two	Three	Total
Chattanooga	82	33	53	168
Nashville	28	9	17	54
Southwest	43	20	39	102

ECPP by College: 2.8-3.59

College	One	Two	Three	Total
Chattanooga	158	110	206	474
Nashville	135	39	45	219
Southwest	128	139	268	535

ECPP by Subject Area



Dual Enrollment Access Pilot (DEAP)

At all 13 community colleges, the Dual Enrollment Access Pilot expanded opportunities for high school students to take college-level courses based on their high school GPAs. Ten colleges used a 3.6+ cut score to allow access to dual enrollment courses, while three colleges allowed access for students with a 2.8 or higher. Overall, 4,238 students were eligible to take dual enrollment courses, many of which had no ACT subject scores. DEAP numbers varied by college, with as many as 820 students at Motlow, and fewer than 10 at Volunteer and Northeast.

Over 2,500 students took only one course of either math, writing, or reading. Nearly 1,500 dual enrollment students enrolled in two of these courses, and another 250 students in 3. Over 3,000 dual enrollment students in these pilot groups enrolled in a college-level writing course, over 1,500 enrolled in a college-level math course, and nearly 1,600 enrolled in a college-level reading course.

DEAP by College: 3.6+

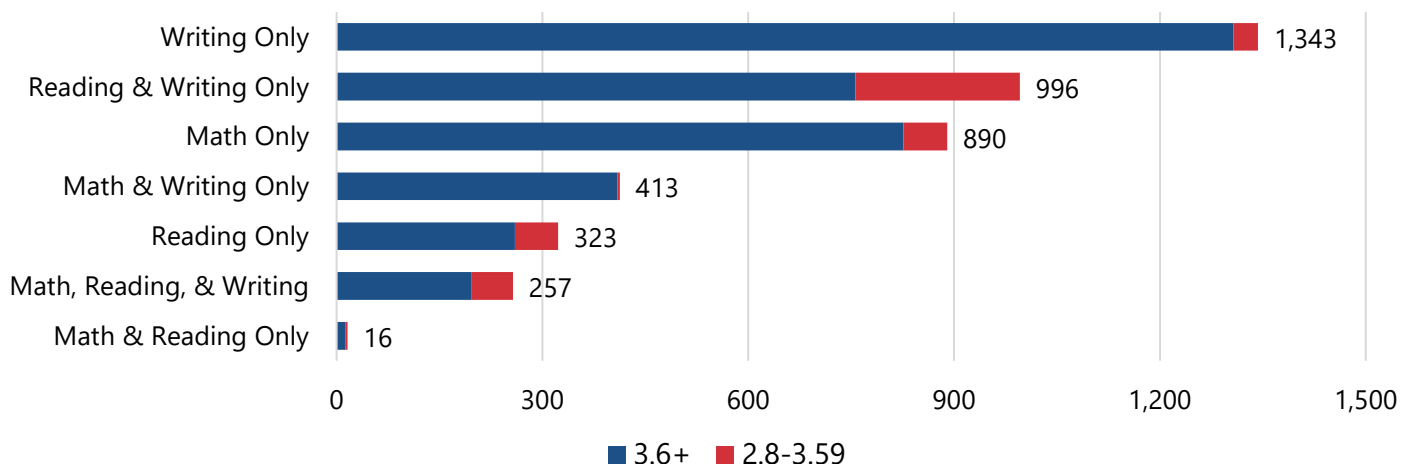
College	One	Two	Three	Total
Chattanooga	128	133	50	311
Cleveland	122	88	92	302
Columbia	67	279	24	370
Dyersburg	63	9	0	72
Jackson	272	62	0	334
Motlow	630	190	0	820
Nashville	91	190	19	300
Northeast	*	0	0	*
Pellissippi	201	47	0	248
Roane	377	106	9	492
Southwest	70	5	0	75
Volunteer	0	*	0	*
Walters	368	*	*	437

DEAP by College: 2.8-3.59

College	One	Two	Three	Total
Chattanooga	66	112	37	215
Nashville	31	132	23	186
Southwest	66	*	*	69

*To protect student privacy, cells representing small groups are not shown.

DEAP by Subject Area



1 Accuracy in Learning Support Placement

In fall 2019, prior to the Tennessee Corequisite Placement Pilot, 59% of first-time freshmen required learning support in one or more subject areas. Just over one-fifth of first-time freshmen required learning support in all three subject areas (math, reading, and writing) by this same definition.

Of all first-time freshmen in fall 2020, 55% of students required learning support in one or more subjects, which is only slightly lower than placement rates for fall 2019. Before the addition of high school GPA for placement, still just over one-fifth of first-time freshmen required learning support in three subjects in fall 2020. Over 2,900 students who required learning support under the traditional definition were able to bypass learning support in fall 2020.

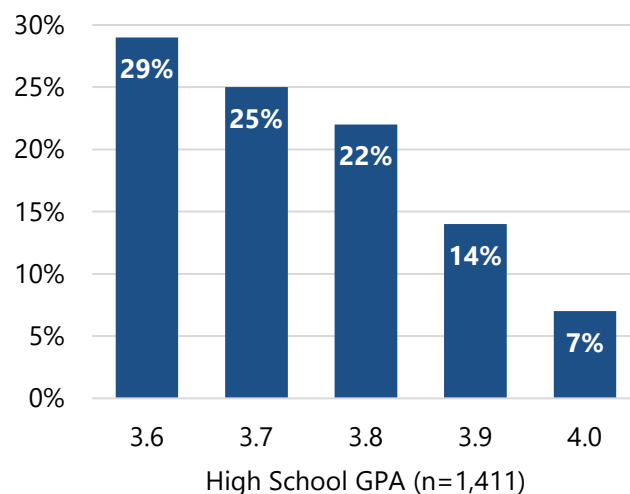
Corequisite Placement Pilot: Student Characteristics

In fall 2020, 10 colleges used a 3.6 high school GPA cut score to place students out of learning support in all three subject areas if their other placement metrics were below the cut score. At these 10 colleges, over 1,400 students were a part of the pilot. Most of these students placed out in one subject area, though over 250 placed out in two subject areas, and another nearly 300 students in three subject areas. The most common of these was math only, followed by all three subject areas, and then reading only.

The students who participated in the Corequisite Placement Pilot largely had GPAs close to 3.6 and ACT subject scores close to respective subject area cut scores. These students were also mostly White, female, and did not receive Pell Grants.

GPA: Students in the CPP largely had GPAs at or close to the 3.6 cut score. Nearly one-third of students had a high school GPA of 3.6. Another quarter had a GPA of 3.7, and one-fifth had a 3.8 high school GPA. Students with high school GPAs of 3.9-4.0 made up another fifth of the pilot group.

CPP Students by High School GPA



ACT Sub-Scores: Most CPP students' ACT subject scores were close to the cut scores set for placement. In math, nearly a third of students had an ACT sub-score of 18, another third had sub-scores of 17, and a quarter had a 16. In English, one-quarter of pilot students had an ACT English sub-score of 17, one quarter had a 16, and another quarter had a 15. Finally, a third of reading pilot students had an ACT sub-score of 18, another third had a 17, and less than one-fifth had a 16.

CPP Students by ACT Sub-Score

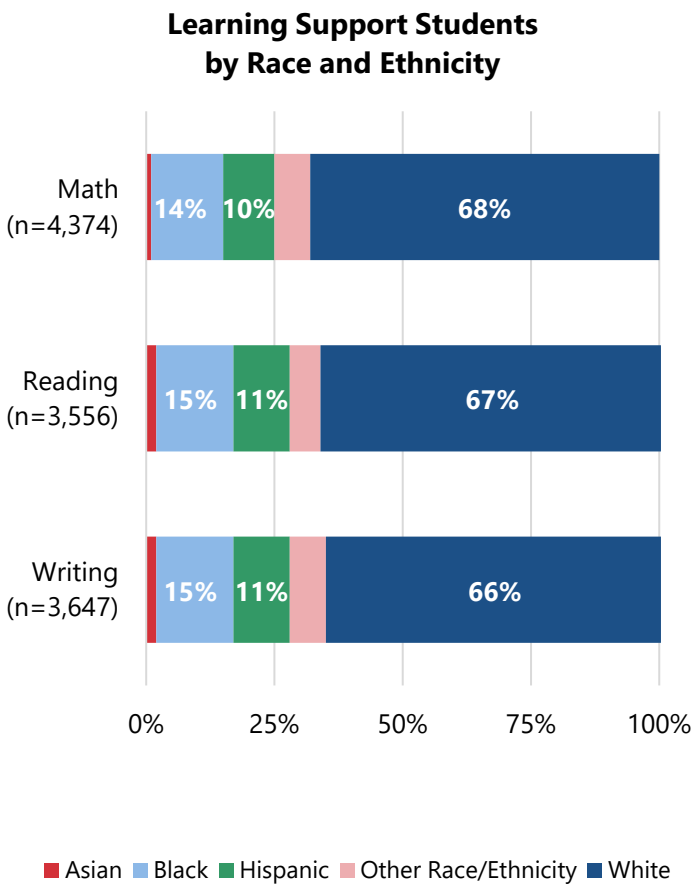
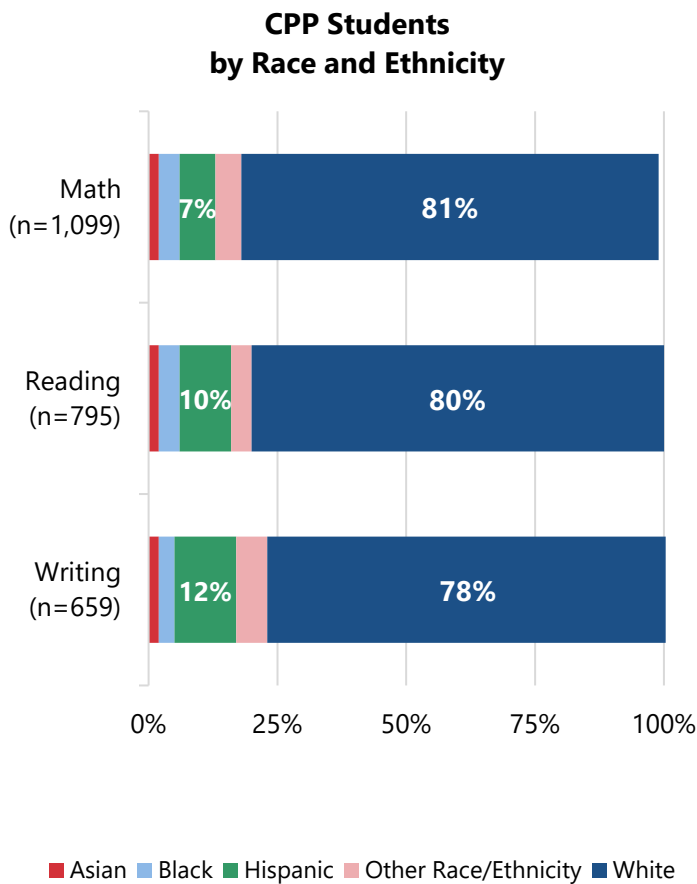
Sub-Score	Math (n=773)	Reading (n=495)	Writing (n=368)
12 or Less	0%	4%	6%
13	1%	5%	5%
14	5%	8%	11%
15	10%	12%	26%
16	25%	15%	26%
17	29%	28%	26%
18	30%	29%	
All	100%	100%	100%

Race or Ethnicity: Across all three subject areas, more than 75% of the students who participated in the pilot were White. Although a vast majority of Black students are placed into learning support each year, only 3-4% of the CPP students in each subject area were Black. The students still in learning support at these 10 colleges, however, were 14-15% Black in each subject area.

Gender & Income Status: About three-fourths of the pilot students in each subject area were female. Less than half of the pilot students received a Pell Grant.

Over 1,400 students at these 10 colleges were able to bypass one or more three-credit hour, non-credit bearing learning support courses. This amounts to just over 6,700 credit hours of courses no longer required for degree attainment, which means that students could replace these credits that would have taken up room in their schedules with college credit-bearing courses that count towards their degree.

The CPP also indirectly impacted the characteristics of students still enrolled in learning support. These students had both GPAs and ACT subject test scores below the cut scores for placement, potentially indicating the highest need of learning support. This group of students in fall 2020 who still enrolled in learning support were also more likely to be non-White students, male, and Pell Grant recipients. These trends held true across math, reading, and writing.



2 Institutional Innovation & Autonomy

Expanded Corequisite Placement Pilot: Student Characteristics

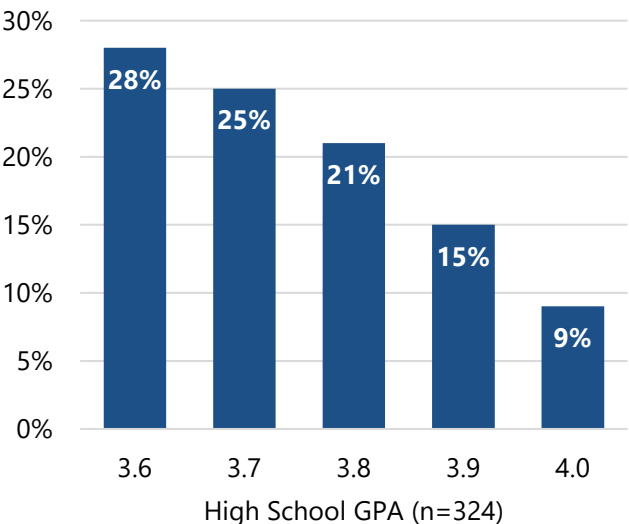
3.6+

Chattanooga, Nashville, and Southwest asked for the opportunity to extend the pilot further. At these three colleges, 324 students who had ACT scores below the cut scores had high school GPAs of a 3.6 or above. Just over 150 of these students placed out of learning support in one subject area, another 62 in two, and another 109 in three.

Most students in the Expanded Corequisite Placement Pilot who had a GPA of 3.6 or above had high school GPAs close to 3.6 and ACT subject scores just below the cut scores. Similar to students in the Corequisite Placement Pilot, these students were also mostly White and female. Just under half of the students in the math pilot received Pell Grants, while more than half in writing and reading did.

GPA: Three-fourths of these students had a high school GPA of 3.6–3.8, most of which had a 3.6. Nearly one-third had a 3.6, one quarter had a 3.7, and one-fifth had a 3.8.

**ECPP 3.6+ Students
by High School GPA**



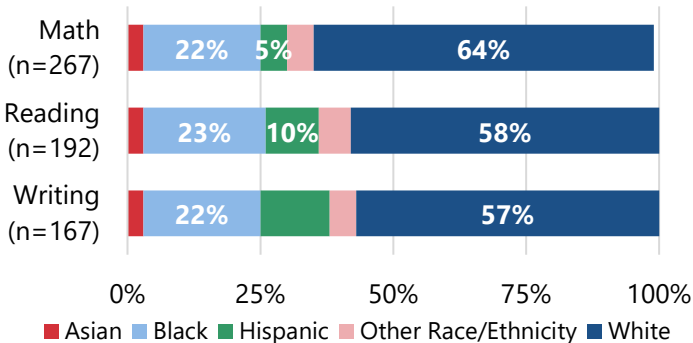
ACT Sub-Scores: There was more variation across ACT tests by subject area for ECPP 3.6+ pilot students. In Math, the most common ACT sub-score was a 16, which nearly one-third of students had. Another 28% had a 17, and another 23% had an 18. In English, nearly one third had a sub-score of 15, one-fifth had a 16, and only 14% had a 17. In reading, more than a third had an 18, just below the cut score.

ECPP 3.6+ Students by ACT Sub-Score

Sub-Score	Math (n=192)	Reading (n=115)	Writing (n=92)
12 or Less	2%	8%	16%
13	2%	4%	7%
14	5%	6%	13%
15	10%	13%	29%
16	31%	16%	21%
17	28%	17%	14%
18	23%	36%	
All	100%	100%	100%

Race or Ethnicity: In math, nearly two-thirds of the ECPP pilot students were White; in writing and reading, just over half of the pilot students were White. Black students made up one-quarter of pilot students in each subject area. The students still enrolled in learning support at these colleges, however, were closer to 40% Black.

**ECPP 3.6+ Students
by Race and Ethnicity**



Gender & Income Status: More than three-fourths of the pilot students in each subject area were female. Less than half of the math pilot students did not receive Pell Grants, while more than half of the writing and reading pilot students did receive Pell Grants.

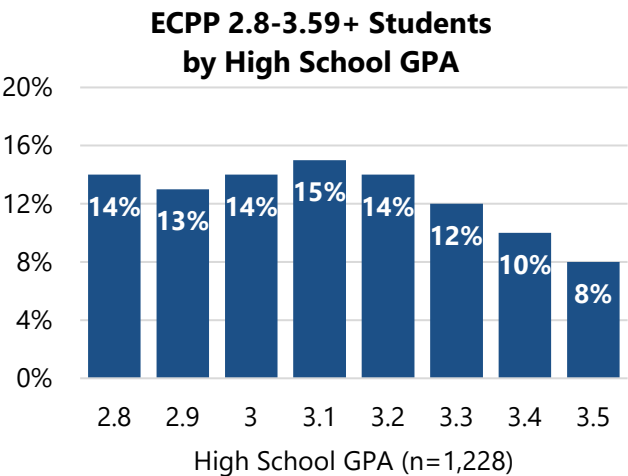
These 324 students at 3 colleges were able to bypass just over 1,800 credit hours that would not have counted toward their college-level credit hours. These credit hours would have cost a student tuition and been part of their schedule, and bypassing these courses frees up students to begin accumulating college-level credit.

2.8-3.59

In addition to the pilot students with a 3.6 high school GPA or above, the Expanded Corequisite Placement Pilot gave these colleges the opportunity to provisionally place 1,228 students with high school GPAs of 2.8-3.59 out of learning support. These students were able to bypass over 7,600 non-college-credit bearing credit hours.

Students in the provisional portion of the ECPP had high school GPAs which were fairly evenly distributed between 2.8-3.5. The most common ACT sub-scores for pilot students were a 16 in math, 18 in reading, and 15 in English. These pilot students were mostly female, a large proportion of these students were Black, and two-thirds of students in each subject area received Pell Grants.

GPA: The largest proportion of pilot students had a high school GPA of 3.1, and most students fell within the middle of the GPA range. These students with a 3.1 represented 15% of the pilot group. Students with a 2.8, 3.0, and a 3.2 made up 14% each of the pilot group. Another 13% of students had a 2.9, 12% had a 3.4, and less than 10% each of students had a 3.4 and a 3.5.



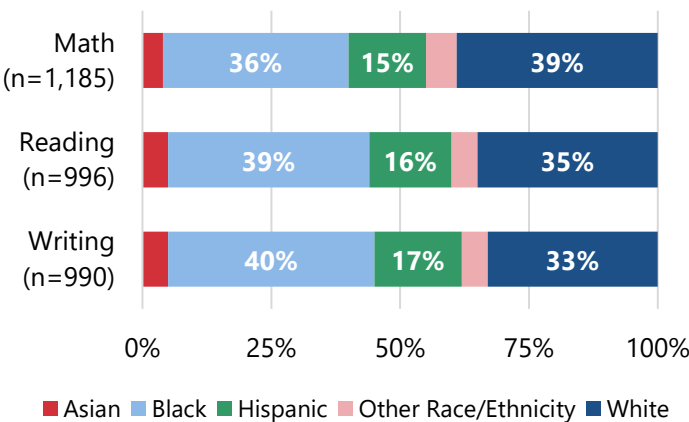
ACT Sub-Scores: Student sub-scores were lower than those of the students at these same colleges with 3.6+ high school GPAs. In Math, 33% of pilot students had ACT of 16, and 22% had a 15. In English, 21% of students had a 15, while 27% had an English subject score of 12 or below. In reading, 25% of students had an 18, and 19% had a 17.

ECPP 2.8-3.59 Students by ACT Sub-Score

Sub-Score	Math (n=730)	Reading (n=544)	Writing (n=525)
12 or Less	1%	16%	27%
13	3%	8%	10%
14	12%	15%	13%
15	22%	11%	21%
16	33%	16%	16%
17	17%	15%	13%
18	12%	18%	
All	100%	100%	100%

Race or Ethnicity: In all three subject areas, just over a third of pilot students were White, and just over a third were Black.

ECPP 2.8-3.59 Students by Race and Ethnicity



Gender and Income Status: This group was also three-fourths female, and half to two-thirds were Pell Grant recipients.

At these three colleges, the pilot had a significant impact on the students who were still enrolled in learning support. In the CPP pilot at 10 colleges, students still enrolled in learning support had high school GPAs below a 3.6; however, at these 3 colleges, students still enrolled in learning support had high school GPAs below 2.8. In each subject area, more than 50% of the students who still required learning support under the ECPP were Black, over half were female, and nearly two-thirds were Pell Grant recipients.

Dual Enrollment Access Pilot

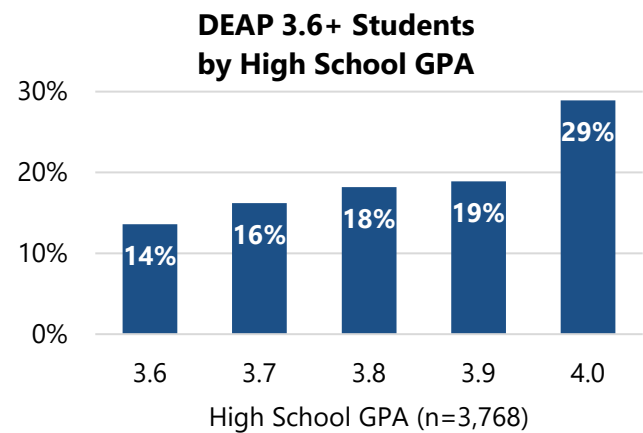
Community colleges have the local authority to determine admission into the dual enrollment program. Cut scores at each college aligned with the approved cut scores for the CPP and ECPP. In fall 2020 across all colleges, there were 15,245 dual enrollment students. Of these, 9,953 had no ACT scores on file for placement. In fall 2019, There were just over 16,519 dual enrollment students, and just under 5,000 were missing ACT scores. From fall 2019 to fall 2020, this represents a decrease of about 1,000 students in dual enrollment, but an increase of about 5,000 students who were able to take dual enrollment courses with no ACT scores.

3.6+

At all thirteen community colleges, nearly 40% of all dual enrollment students had either an ACT below the cut score or no ACT, and a high school GPA of 3.6 or above.

Most Dual Enrollment Access Pilot students across all thirteen colleges who had a high school GPA of 3.6 or above had high GPAs and ACT scores just below the cut scores. The pilot students were mostly White and female.

GPA: DEAP students generally had very high GPAs. A third of all DEAP students' GPAs were a 4.0, a fifth had 3.9s, and another fifth had 3.8s.



ACT Sub-Scores: Though most dual enrollment students had no ACT scores, those who did have ACT sub-scores that were below the traditional cut scores for placement were even lower than in previous years. In fall 2019, 72% of dual enrollment students had no ACT math sub-scores, 87% had no ACT English scores, and 78% had no ACT reading scores. In fall 2020, however, 88% of dual enrollment students had no ACT math sub-scores, 94% had no ACT English scores, and 92% had no ACT reading scores. Of those who did have math sub-scores, most had 17-18, though this represents only about 100 students. Most students in writing with ACT English scores had 16-17, though this represents only about 80 students. In Reading, about 50 students had 17-18 ACT sub-scores.

DEAP 3.6+ Students by ACT Sub-Score

Sub-Score	Math (n=1,445)	Reading (n=1,226)	Writing (n=2,519)
15 or Less	2%	2%	3%
16	3%	1%	1.5%
17	4%	2%	1.5%
18	4%	2%	
No Score	88%	92%	94%
All	100%	100%	100%

Race or Ethnicity: Pilot math, writing, and reading students with GPAs above the cut score and no ACT scores were 77% White and 7% Black. Students who had ACT scores that were below the cut score, but high school GPAs of 3.6 or higher were even more likely to be White: In math, 83% were White and 6% Black. In writing, 80% White, and 8% Black, and in reading, 79% White and 8% Black. In each subject area, about one-fifth of students with ACT scores below and GPAs below were Black, and about one-fifth of the students with no ACTs and GPAs below were also Black.

Gender: More than half of pilot participants in each subject area were female. In math, this number was closer to 65%, while in writing and reading, this number was 70% or more.

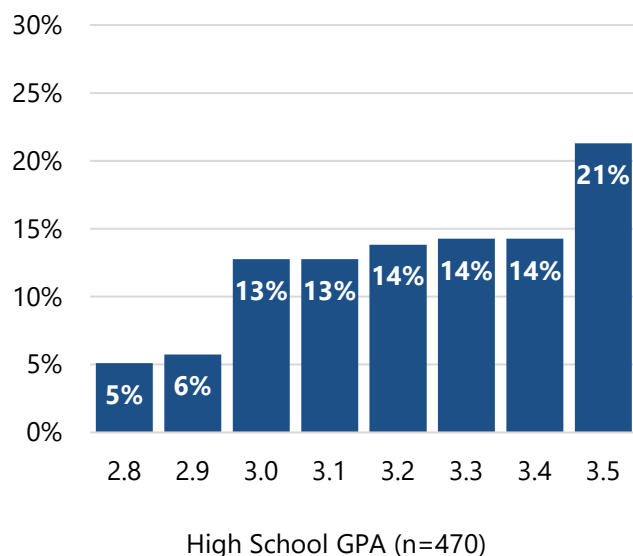
2.8-3.59

Chattanooga, Nashville, and Southwest also offered dual enrollment admission to students who did not meet standardized test score requirements but had a high school GPA between a 2.8 and 3.59. At these three colleges, there were 470 students who fell into this category, and nearly 250 of them enrolled in two subject areas, the most common of which was English and Reading.

Most Dual Enrollment Access Pilot students across all thirteen colleges who had a high school GPA of 2.8-3.59 had GPAs on the high end of this range and ACT scores that were lower than those who were a part of the 3.6+ pilot. The pilot students were mostly White and female, but much more likely to be Black and male than those in the 3.6+ pilot.

GPA: Of all DEAP students with GPAs in the 2.8-3.5 range, 21% had a GPA of 3.5. Students with a 3.4, 3.3, and 3.2 made up another 14% each of this group, and the number of students with GPAs below a 3.2 begins to taper off down to 2.8.

DEAP 2.8-3.59 Students by High School GPA



ACT Sub-Scores: Again, though most students had no ACT scores in fall 2020, scores for those who do have them on file were lower than DEAP students with 3.6+ high school GPAs. In math, 90% had no ACT math sub-scores, and 3% had a 16. In reading, 94% were missing ACT sub-scores; for those who did report scores, about 1% each had a 12, 16, or 18. In writing, 92% had no English sub-scores, and 2% each had a 12, 14, and 15. In fall 2019, 43% of students had no ACT math scores, 69% had no English scores, and 65% had no reading scores.

DEAP 2.8-3.59 Students by ACT Sub-Score

Sub-Score	Math (n=131)	Reading (n=366)	Writing (n=340)
12 or Less	0%	1%	2%
13	<1%	0%	1%
14	<1%	<1%	2%
15	2%	<1%	2%
16	3%	1%	<1%
17	2%	<1%	1%
18	2%	1%	
No Score	90%	94%	92%
All	100%	100%	100%

Race or Ethnicity: These students were more likely to be Black than students in the 3.6+ DEAP. Across all three subject areas, students with no ACT scores and GPAs between 2.8-3.5 were about 45% White and 35% Black. Also across all three subject areas, students with ACT sub-scores below and high school GPAs between 2.8-3.6 were over 50% White, and two-thirds Black.

Gender: In Math and reading, students were nearly 60% female. In writing, this number was closer to half.

3 Gateway Course Completion

Corequisite Placement Pilot

The Corequisite Placement Pilot yielded promising gateway course completion rates for students who would have required learning support using traditional standardized test scores. In college-level math, 72% of students with an ACT sub-score below a 19 and a high school GPA of 3.6 or above passed their college-level math course. In writing and reading, this number was even higher: 76% of students in this group passed their college-level writing course, and 85% passed their college-level reading course. Across all three subject areas, students in the pilot fared better than students whose ACT scores indicated college-readiness, but GPAs were below the high school GPA cut score. Additionally, pilot students fared almost as well as students who had

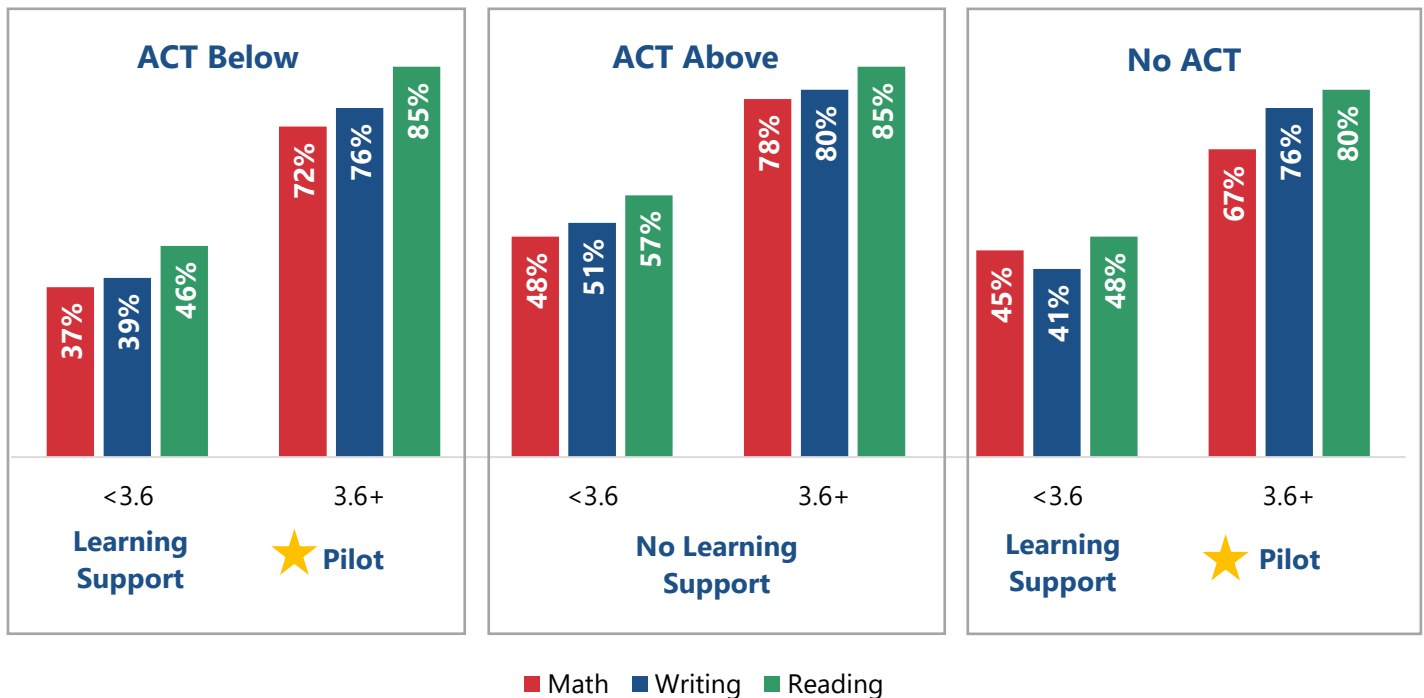
both ACT sub-scores and high school GPAs above the cut scores for learning support placement.

Math

In Math, nearly three-fourths of students with ACTs below and GPAs above who enrolled in college-level math passed college-level math.

Students in this group in the past who have received learning support had pass rates closer to 74-80%. This pass rate has held relatively constant since 2015. There was also a group of students who had high school GPAs at or above a 3.6 but had no ACT scores. This group of students had a college-level math pass rate of 67%, down from 82% in fall 2019. Interestingly, though, college-level math pass rate in 2018 for students with no ACT scores and a high school GPA of 3.6 or higher was also 67%.

CPP Course Pass Rates (10 Colleges, FTF 3.6+)



Number of Students	ACT Below		ACT Above		No ACT	
	<3.6	3.6+	<3.6	3.6+	<3.6	3.6+
Math	1,447	427	1,402	1,040	146	104
Writing	2,250	258	2,876	1,179	318	144
Reading	2,583	188	1,791	879	376	98

Gateway course pass rates declined for all groups of students from fall 2019 to fall 2020, and pilot students fared well compared to students who were not in learning support based upon traditional standardized test metrics. While 72% of students with ACT scores below, and GPAs above passed their gateway math course, only 48% of students with ACTs above, and GPAs below passed their gateway course. This means that though TBR policy indicates these students need no additional support, only 48% of them passed their college-level math course in fall 2020.

Additionally, pilot students fared almost as well as students with high ACTs and high school GPAs, who had a 78% pass rate in fall 2020 and a pass rate of 87% in fall 2019. Students who still enrolled in learning support, who had both ACTs and GPAs below the placement cut score, had a pass rate of 37%.

Students in the sample who were SAILS completers were not included in the analysis of gateway course outcomes. Importantly, however, SAILS students in fall 2019 represented 18% of the sample, while SAILS students in fall 2020 represented only 14% of the sample. As enrollment declined across colleges, so did the proportion of SAILS completers in the overall sample. There was also a group of SAILS participants who did not complete the program, and future analysis will disaggregate outcomes by those who participated in the SAILS program while still in high school.

Writing

Over three-fourths of students with ACT English scores below the cut score but high school GPAs above who attempted college-level writing passed their writing course in fall 2020.

Students with no ACT scores and high school GPAs above the cut score also had a 76% pass rate. In prior years, the pass rate for students with ACTs below and GPAs above who enrolled in learning support was closer to 88% and has also been relatively constant since 2015.

Again, across all groups, college-level writing course pass rates declined in fall 2020; however, writing pilot students also fared well compared to students who did not require learning support. While 76% of pilot students passed a gateway writing course, only 51% of students with an ACT above traditional cut scores and a high school GPA below passed college-level English. Additionally, students with high ACTs and high school

GPAs had an 80% college-level writing pass rate. Students who still enrolled in learning support, who had both ACTs and GPAs below the cut scores had a pass rate of 39%.

Reading

Results in college-level reading courses exceeded those in math and writing, but patterns remain consistent. 85% of students with ACT sub-scores below the cut score, and high school GPAs above who attempted college-level reading passed.

This pass rate is only slightly lower than the pass rate of similar students who enrolled in learning support in previous years. From 2015-2019, this pass rate was between 88-91%. Of students with high school GPAs above the cut score, but no ACT scores, 80% passed college-level reading.

Trends across groups are consistent with math and writing, and all groups saw a decline in gateway course pass rates. Students in the reading pilot fared far better than students with an ACT sub-scores above and high school GPAs below. The pilot student pass rate was 85%, while this comparison group's pass rate was only 57%. Pilot reading students, with a pass rate of 85%, fared just as well as students with high-ACTs and high-high school GPAs, whose pass rate was also 85%. Students who still enrolled in learning support had a pass rate of 46%.

Course Instructional Methods

The growth of online and remote coursetaking in fall 2020 shaped course enrollment and outcomes for pilot students. Outcomes in gateway math, reading, and writing courses differed in notable ways based upon the instructional method of the course. Among students in the math pilot, 66% of gateway math enrollments were delivered through online or remote formats, compared to only 8% of enrollments for comparable students in the prior year. For reading and writing pilot students, more than 70% of course enrollments were online.

Course outcomes for pilot students were highly correlated with course modality. For math pilot students in 2020, 82% of students in conventional in-person courses passed college-level math, compared to only 68% of students in online courses. A similar gap emerged for students in the writing pilot; outcomes for students in reading were more similar across modalities.

However, differences in outcomes may reflect institution-level differences in course offerings since course

modalities differed significantly by college. For example, at Roane and Dyersburg, almost all pilot students were enrolled in conventional, in-person courses. Elsewhere, at colleges like Columbia and Volunteer, virtually all pilot students were enrolled in online or hybrid courses. These differences highlight the need for further research on outcomes by instructional method as well as the importance of exercising caution when drawing comparisons to outcomes in prior years when most comparable students would have enrolled in conventional courses.

Expanded Corequisite Placement Pilot

For students with high school GPAs of 3.6 or higher, students in the Expanded Corequisite Placement Pilot succeeded in gateway courses at similar rates to those in the CPP. For students in the ECPP and high school GPAs between the cut score for provisional placement (2.8-3.59), results appear to be mixed. Early results in math and writing appear promising; however, results in reading were less so. Further research will be necessary to fully understand the results of the ECPP.

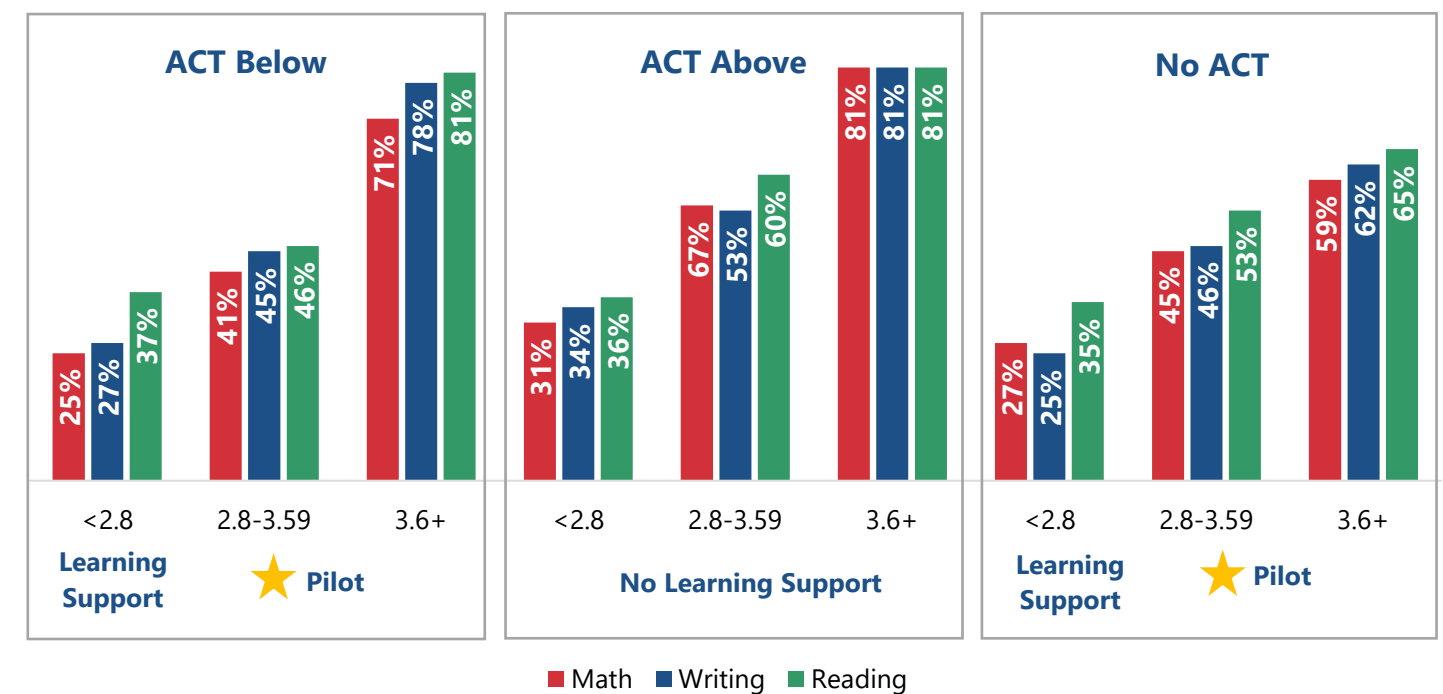
Math

At these three colleges, pilot students with a 3.6 or higher had pass rates that were similar to the students in the CPP. Of the students who had ACT scores below the cut score and high school GPAs above a 3.6, 71% passed gateway math in fall 2020.

Students with similar ACT scores and high school GPAs in fall 2019 had a pass rate of 83%, and this same group had a pass rate of 71% in fall 2018. The students with no ACT scores, but who had a high school GPA of a 3.6 or above had a 59% pass rate.

At these three colleges, gateway course pass rates also declined for all groups of students in fall 2020, and 3.6+ pilot students at these colleges fared well compared to students who did not require learning support. While the math pass rate for pilot students was 71%, the pass rate for students who had ACT scores and high school GPAs above 3.6 was 81%. Results for students with ACT scores above the cut score but lower high school GPAs were less promising: pass rates for these non-learning support students with high school GPAs between a 2.8 and 3.6

ECPP Course Pass Rates (3 Colleges, FTF 3.6+ & FTF 2.8-3.59)



Number of Students	ACT Below			ACT Above			No ACT		
	<2.8	2.8-3.59	3.6+	<2.8	2.8-3.59	3.6+	<2.8	2.8-3.59	3.6+
Math	359	318	100	87	244	185	59	130	32
Writing	724	409	67	269	538	230	154	185	47
Reading	710	235	59	228	413	193	156	110	31

was 54% and pass rates for non-learning support students with GPAs less than 2.8 was only 31%.

Pilot students with a 2.8-3.59 high school GPA had a pass rate of 41%, which was much lower than the pilot students with higher GPAs.

In 2019, however, students with similar ACT and GPAs had a pass rate of 49%. Students in this same GPA range, but no ACT scores had a pass rate of 45%. Though these pass rates were low, these students still fared better than those with ACTs above and GPAs below, whose pass rate was only 31%. Additionally, students with similar GPAs but ACTs above the cut score had a 54% pass rate, which is nine percentage points higher than the 2.8-3.59 pilot group. Similar students who enrolled in learning support at the other 10 colleges had a gateway math pass rate of 46%, which is only slightly higher than the pass rate of 41% for ECPP students in the 2.8-3.59 high school GPA range.

Writing

College-level writing pass rates for the 3.6+ pilot group at these three colleges were very promising: in fall 2020, pilot students had a pass rate of 78% without learning support, compared to 77% in fall 2019 with learning support.

Since 2015, these pass rates were slightly higher for this group of students, with a peak of 89% in 2017.

Students who had ACTs above the cut score and high school GPAs above a 3.6 had a college-level writing pass-rate of 81%, which is only three percentage points higher than the writing pilot group. Those with ACT scores above the writing cut score and GPAs between 2.8-3.59 had a pass rate of 53%, and those with similar ACTs and GPAs below 2.8 had a pass rate of only 34%. Interestingly, students enrolled in learning support writing alongside their college-level writing course had a 27% pass rate, while those not enrolled in a learning support course and GPAs below a 2.8 had a pass rate of only 34%.

Pilot students with a 2.8-3.59 who were not in learning support had a pass rate of 45%, compared to 66% for students in fall 2019 who were enrolled in learning support.

Still, this group of pilot students fared better than their peers with ACT scores above the cut score, and high school GPAs below a 2.8, who had a pass rate of 34%. Students with ACTs above and similar GPAs fared better,

with a pass rate of 53%. While these pilot students had a pass rate of 45%, similar students at the ten colleges who enrolled in learning support had a slightly higher pass rate of 52% in fall 2020.

Reading

Pilot students with a high school GPA of 3.6 or higher had a college-level reading pass rate of 80%.

This pass rate was also 80% in fall 2019, when similar students were enrolled in learning support. Prior to fall 2019, however, these pass rates were even higher, with the exception of 2016.

When comparing the pilot students with a 3.6 or higher to those whose ACT scores indicated no need for learning support placement, pilot students fared just as well or better than students at every GPA point. While pilot student pass-rate was 80%, non-pilot students with a high school GPA of 3.6+ had a pass rate of 81%. Students with high ACT scores and GPAs between 2.8-3.6 had pass rate of only 60%, and those with a GPA below 2.8 had a pass rate of only 36%.

Reading pilot students with high school GPAs between 2.8-3.59 had a pass rate of 46%, which represents a substantial decrease from the previous year, where students who enrolled in learning support had a 73% pass rate.

This figure is very consistent from 2015-2019. Although there is a big decline, pilot students still fared better in fall 2020 than students still enrolled in learning support, who had a pass rate of 37%. The pilot students also did better than those with a high school GPA below 2.8 who were not enrolled in learning support, whose pass rate was 36%. While reading pilot students had a pass rate of 46%, similar students at other colleges who were enrolled in learning support reading had a pass rate of 60%, down only 12 percentage points over fall 2019.

Course Instructional Methods

Most course enrollments for students in the ECPP were delivered through online or other remote methods. At Chattanooga and Nashville, almost all pilot students in math, writing, and reading enrolled in online courses. At Southwest, on the other hand, hybrid courses were far more common, especially for math and reading pilot students. In 2019, online enrollments in gateway math, reading, and writing courses at these colleges were rare; among comparable students in fall 2019, only 17% of gateway math enrollments, 6% of gateway writing

enrollments, and 10% of gateway reading enrollments were delivered online. However, in 2020, 61% of gateway math enrollments, 84% of writing enrollments, and 93% of reading enrollments for students in the ECPP were online. Just as with the CPP, these differences in coursetaking within the ECPP underscore the caution that must be taken in comparing pilot outcomes to similar students in prior years.

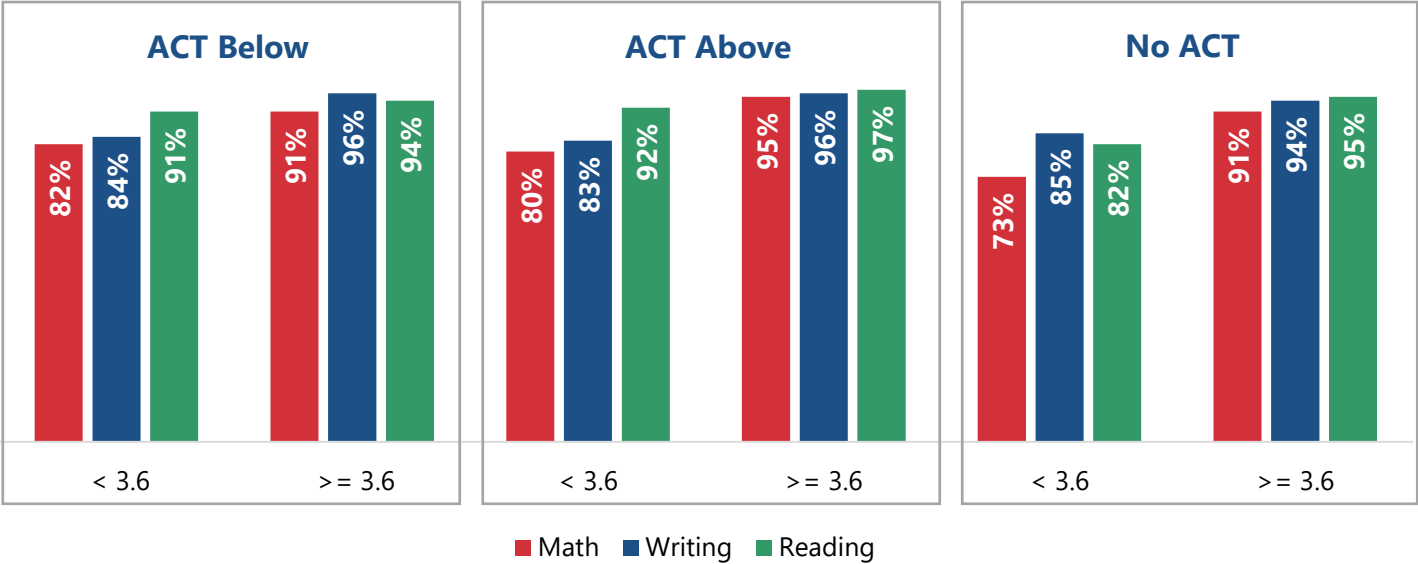
Dual Enrollment Access Pilot

Dual Enrollment Access Pilot students at all colleges with a high school GPA of 3.6+ had a college-level math pass rate of 91%, a college-level English course pass rate of 96%, and a college-level reading course pass rate of 94%. Success rates across dual enrollment were high, and pass rates were only a few percentage points lower than those of similar students in prior years. Pilot students in all three subject areas had higher pass rates than students with GPAs below a 3.6, regardless of if

they had an ACT score below the cut score, above the cut score, or had no ACT scores at all. In all three subject areas, the only group of students who performed as well or better than the 3.6+ DEAP pilot students were the students whose ACTs *and* high school GPAs were above the cut scores. These students had a success rate of 95%+.

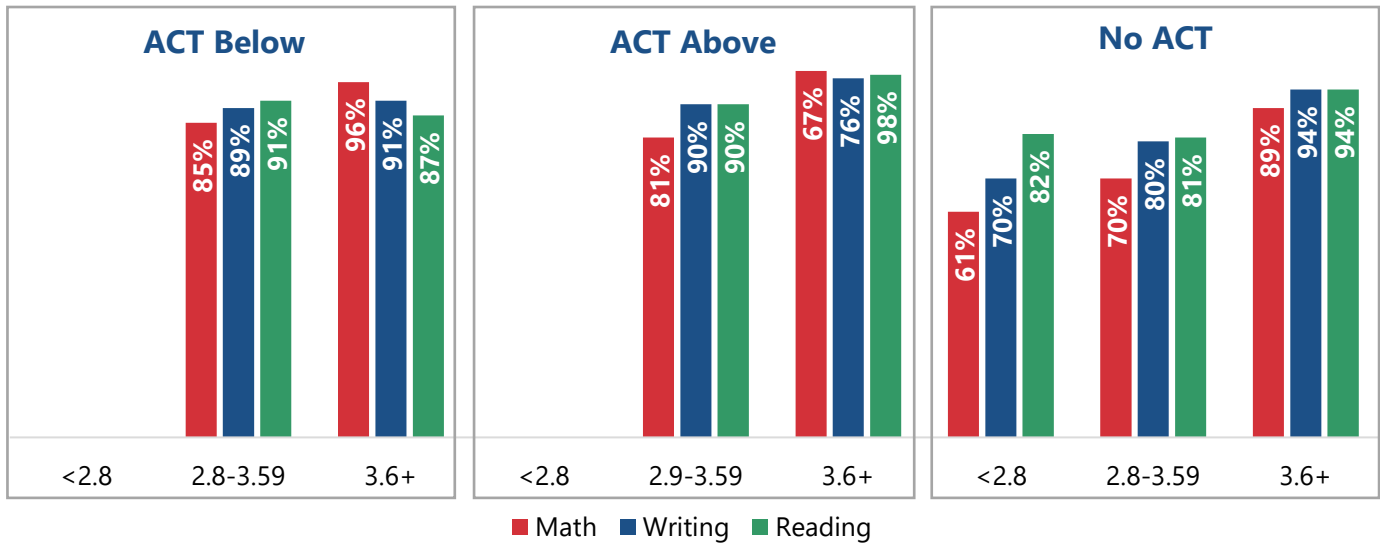
Pilot students who had high school GPAs between a 2.8 and 3.5 had pass rates that were not quite as high as those of the students with a 3.6+ high school GPA but were still highly successful in college-level courses. Pilot students who had ACTs below the cut score had an 85% pass rate in math, 89% in writing, and 91% in reading courses. Pilot students with no ACT sub-scores had a pass rate of 70% in math, 80% in writing, and 81% in reading.

DEAP Pass Rates (10 Colleges, 3.6+)



Number of Students	ACT Below		ACT Above		No ACT	
	<3.6	3.6+	<3.6	3.6+	<3.6	3.6+
Math	66	180	175	938	375	1,265
Writing	78	150	510	1,545	910	2,519
Reading	46	95	225	596	571	1,131

DEAP Pass Rates (3 Colleges, 3.6+ & 2.8-3.59)



Number of Students	ACT Below			ACT Above			No ACT		
	<2.8	2.8-3.59	3.6+	<2.8	2.8-3.59	3.6+	<2.8	2.8-3.59	3.6+
Math	*	13	53	*	32	163	28	118	186
Writing	*	27	34	*	70	247	37	313	395
Reading	*	22	45	*	68	242	60	344	439

*Groups of students smaller than 10 not shown

4 Equity in Access and Success

Corequisite Placement Pilot

In fall of 2020, 65% of Black students had ACT math sub-scores below the cut score for placement, and only 4% of all Black students were a part of the pilot in math. In writing, this number was slightly lower: 57% of Black students in the sample were below the ACT cut score, and only 1% of all Black students in the sample were a part of the pilot. In reading, this number was 55%, and only 2% of Black students were a part of the pilot.

These placement figures for Black students represent a big gap in equity in accessing a college-level course without the additional corequisite course. In fall 2020, only 40% of White students had ACT math sub-scores below the cut score for placement, and 8% of White students were a part of the pilot. In writing, only 30% of White students fell into this category, and still, 4% of White students were a part of the pilot to bypass learning support in writing. Finally, 31% of White students had ACT reading sub-scores below the cut score, and 5% of White students in fall 2020 were a part of the pilot.

This means that even with the pilot in place at these 10 colleges, 61% of Black students still had ACTs and GPAs below the cut scores in math, 56% in writing, and 53% in reading and are likely to be placed into learning support.

Only 32% of White students still required learning support in math, 26% in writing, and 26% in reading. Across all race/ethnicities, White students participated in the pilot at the highest rates.

Across genders, female students had a higher rate of participation in the pilot than male students. Of all female students, 10% were in the math pilot, 4% in the writing pilot, and 6% in reading. On the other hand, only 4% of males were pilot participants, 3% in writing, and another 3% in reading.

Students who did not receive a Pell Grant were also more likely to be a pilot math participant than Pell students; however Pell recipients were more likely to be a part of the writing and reading pilots than non-Pell students. Pell Grant recipients were also more likely to have both ACT scores and high school GPAs below the

cut scores than non-Pell recipients, and will likely still require learning support. This figure is 42% of Pell Grant recipients in math, 37% in writing, and 35% in reading; compared to 31% of non-Pell recipients in math, 24% in writing, and 25% in reading.

Considering outcomes for non-White students and low-income students is critical to determining the success of the pilot; however, additional data is needed to account for demographic differences. Overall, outcomes for students who were a part of the CPP differed by student demographic characteristics, and early data suggests that in addition to Black, male, and/or Pell Grant recipients being a part of the pilot at lower rates than their peers, outcomes for these groups of students were particularly low. Additional disaggregation will be the primary focus of future analysis of the CPP.

Expanded Corequisite Placement Pilot

At the three colleges who were a part of the ECPP, 70% of Black students had ACT scores below the cut score in math, 62% in writing, and 62% in reading. Only 43% of White students at these colleges fell into this category in math, 28% in writing, and 30% in reading.

In the 3.6+ portion of the ECPP, participation rates differed across race/ethnicity. In math, 4% of Black students were participants, while 8% of White students were participants. This gap is less pronounced in writing and reading, with only a 1-2 percentage point difference. In the 2.8-3.59 portion of the ECPP pilot, however, about 20% of Black students were participants in each subject area. This number was also about 20% for White students in math, but closer to 15% in writing and reading.

Even with both pilots in place at these three colleges, 44% of Black students had ACT math scores and GPAs below the cut scores. In writing, this number is 41%, and in reading, 40%. Only 15% of White students fell into this category in math, 12% in writing, and 11% in reading.

As with the CPP, female students had higher rates of participation in the ECPP than male students. Overall, 60% of female students and 52% of male students had

ACT math sub-scores below the cut score. 7% of female students were 3.6+ pilot participants, and another 27% were provisional pilot 2.8-3.59 participants. Only 3% of male students were 3.6+ pilot participants, and only 18% were provisionally placed out of learning support. This all amounts to a smaller proportion of female students than male students with ACTs and GPAs below the cut scores for the pilot in math. These patterns held across writing and reading, as well, though the numbers differed slightly.

Income status also played through in the ECPP. A higher proportion of Pell Grant recipients had ACT sub-scores below the cut score across all three subject areas, and there was about a 10-percentage point gap in each subject area between Pell and non-Pell students whose ACTs and GPAs were below the cut score. Only 5% of Pell Grant recipients had scores that put them in the 3.6+ pilot category in math, and only about 3% in writing and reading. Non-Pell students were more likely to be a part of the 3.6+ pilot in math, and about equal in writing and reading. In the 2.8-3.59+ pilot: one fourth of Pell recipients were in this group in math, one fifth in writing, and another fifth in reading. For non-Pell recipients, these numbers were closer to one-fifth in math, 15% in writing, and 15% in reading.

Because this pilot splits students out into even smaller GPA groups, additional data is needed to assess gateway course pass rates for these groups of students. In general, though, results in this pilot were also lower for Black students, males, and Pell Grant recipients.

Dual Enrollment Access Pilot

At all 13 colleges where students with a 3.6+ were a part of the pilot, across all three subject areas, pilot students were slightly more likely to be White and female than the overall students enrolled in dual enrollment courses in math, writing, or reading. About three-fourths of pilot students were White in each subject area. In math and writing, pilot participants were 6% Black, most of which had no ACT scores. In reading, pilot participants were closer to 8% Black, and 76% White.

From fall 2019 to fall 2020, the percent of dual enrollment students who were Black and who enrolled in college-level math, writing, or reading courses remained unchanged despite the pilot. In both fall 2019 and fall 2020, only 9% of dual enrollment students enrolled in a college-level math, writing, or reading courses were Black.

In fall 2020, 72-73% of DEAP students enrolled in college-level math, writing, or reading were White.

Additionally, pilot students at these 13 colleges were 61% female in fall 2019, and 63% female in fall 2020. Of all DEAP students in fall 2020, 67% of those who enrolled in college-level math were female, 69% female in writing, and 71% female in reading.

At the 3 colleges where students with a 2.8-3.59 were a part of the pilot, in fall 2019, dual enrollment students were 31% Black in each subject area. There were higher proportions of Black students in the 2.8-3.59 pilot than in the 3.6+ pilot: in math, 20% of pilot students were Black, 28% in writing, and 31% in reading.

Still, in the 2.8-3.59 DEAP, more than half of the dual enrollment pilot students were White in fall 2020. In this same term, only 28% of dual enrollment students in each subject area were Black. This represents a decrease in share of Black dual enrollment students from fall 2019 to fall 2020.

Additionally, 2.8-3.59 dual enrollment students at these three colleges in fall 2019 were 54% female in math, 56% female in writing, and 59% female in reading. In fall 2020, of all dual enrollment students, 61% were female in math, writing, and reading. DEAP students in fall 2020 were 53% female in math, 59% female in writing, and 61% female in reading.

Continued Research

Although preliminary results of the pilot are promising, additional research is needed to fully understand the impact of the pilot across community colleges. The following topics will guide our future analysis of the Corequisite Placement Pilot, Expanded Corequisite Placement Pilot, and the Dual Enrollment Access Pilot:

- Of utmost importance to this analysis is gathering more data to gain a better understanding of how the pilot impacted students by **race or ethnicity**. Because non-White students, especially Black males, are disproportionately placed into learning support, considering race and ethnicity in future analysis is imperative in future decision-making regarding placement. Future analysis will also further consider other student characteristics, such as gender and income status.
- In addition to further disaggregation by race/ethnicity, future research will address disaggregation by **geographical regions**, such as college, high school, and/or county. Future research will aim to address concerns about differences in high school GPA across the state.
- Because of the unique circumstances of fall 2020 learning support delivery, **course modality** is another important element to consider in future analysis. While more students enrolled in online or hybrid courses in fall 2020 than ever before, community college students typically perform better in a conventional classroom environment than an online environment.
- This analysis only addresses fall 2020 enrollment, while previous analyses of corequisite learning support included a **full years' worth of data**. The addition of spring and summer 2021 data will add additional clarity about the impact of the pilot, grounded in understanding the full first-year suite of learning support courses for each student.
- Another important dimension to consider is students who participated in and/or completed the **SAILS** program while still in high school. Proportions of SAILS completers in fall 2020 was about 14% and was closer to 20% in recent years. There was an additional group of students in fall who had participated in SAILS while still in high school but did not complete. Future analysis will consider SAILS participants in the analysis of pilot outcomes.
- Previous research on corequisite learning support has suggested that the effectiveness tapers off after a student gets past their gateway course. With additional data, analysis of **outcomes past just gateway course completion** will become possible, the first of these being fall to spring retention. Special attention will be given again here to differences by race/ethnicity, geographical regions, and course modality.

About the Data

This analysis uses data from the TBR student information system's end of term enrollment and course data. Analysis of the Corequisite Placement Pilot and Expanded Corequisite Placement Pilot includes first-time-freshmen who enroll within five years of high school graduation and who received a regular high school diploma. First-time freshmen who earned a Hi-Set or GED were excluded from this analysis. In math, SAILS completers are also excluded from the analysis of pilot outcomes. Outcomes for students in college-level courses are based on the courses that would be paired with learning support at each institution in math, writing, or reading.

For both first-time-freshmen and dual enrollment students who were enrolled in two or more college-level math, writing, or reading courses in the same term, only their highest grade is included. Success in college-level courses is defined as earning an A, B, or C in the course.

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